DOCUMENT RESUME

ED 081 876 UD 013 793

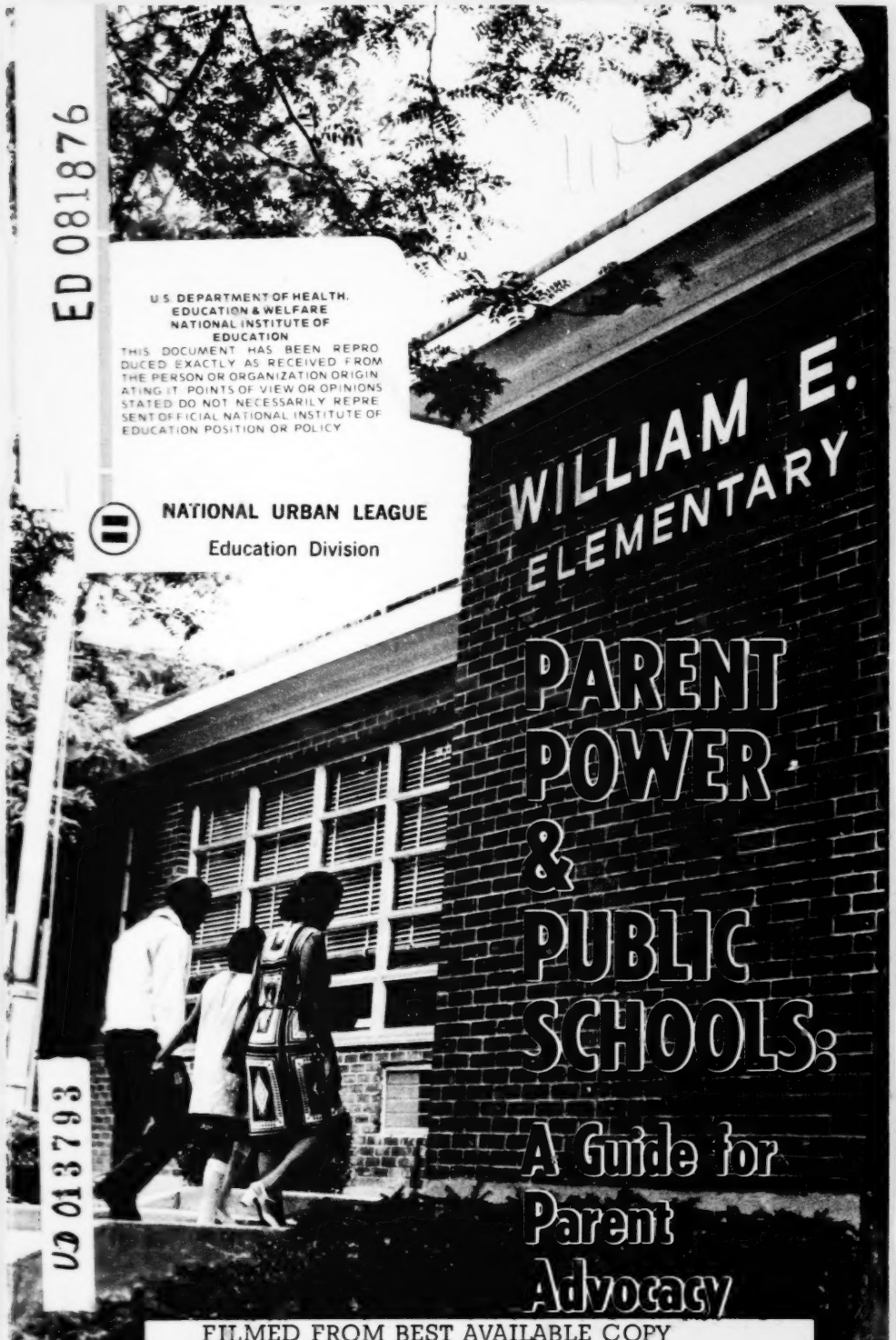
TITLE	Parent Power and Public Schools: A Guide for Parent Advocacy.
INSTITUTION	National Urban League, New York, N.Y. Education Div.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[72]
NOTE	17p.
AVAILABLE FROM	National Urban League, 55 East 52nd Street, New York, N. Y. 10022 (Price not quoted)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Development; Discipline Policy; *Educational Administration; Educational Change; Expulsion; *Guides; *Parent Participation; Program Administration; *Public Schools; Student Records; Suspension; Teacher Evaluation; Urban Education
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

The National Urban League has prepared this handbook as a guide for parents who want to improve systems and change schools. It is written with the hope that parents will use it as a tool to improve the quality of their children's education, striking out at the root causes that make our schools instruments of ignorance. Since laws vary from state to state, and frequently, rules differ from district to district, no attempt is made to deal with the status of every state or school district across the nation. The cases cited here are fairly representative of all the states, although parents should determine what the specific case is in their own states and municipalities. Six topics are discussed: (1) visiting the school, including discussions of why schools should be visited, how to prepare for a visit, and how to follow up a visit; (2) school discipline and your child, discussing the ways in which your child can be disciplined, your rights at a suspension hearing, physical punishment, and other topics; (3) the curriculum: what your child learns in school, discussing promotion and failure, special classes, "slow" classes, and multiethnic textbooks; (4) how to evaluate teachers, specifying 11 questions to be asked in making such an evaluation, along with questions concerning the children in a teacher's class which might also be helpful in making the evaluation; (5) school records and your right to see them; and, (6) Title I programs, discussing the purpose of Title I and the best uses of Title I funds. A list of sources of legal assistance for parents is provided. (Author/JM)

ED 081876

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



NATIONAL URBAN LEAGUE
Education Division

PARENT POWER & PUBLIC SCHOOLS:

A Guide for Parent Advocacy

US 013793

FILMED FROM BEST AVAILABLE COPY

Introduction: Why We Wrote This Handbook

The quality of our schools must not depend on the economic or racial quirk of fate imposed on the neighborhood in which a child's parents happen to live, *or find they must live;* nor should it depend on the color of his skin. But, more often than not, the quality of a school has depended on whose children come daily to warm its desks. The National Urban League, in its thrust for quality education in Black communities, believes that this should not be the case.

But, it *is* in most instances, which reflects how class, race, and culture in America have made it difficult for poor people to benefit from the public school systems. The practice of financing education through property taxes has produced some very unfair results. Specifically, the relatively high taxes paid by Black and minority parents in the inner cities have produced schools of poorer quality, whereas in the more affluent suburbs, parents have made their money work for them by making sure that the system serves their children's educational needs.

The fact is that the rights of parents to be involved in shaping their children's education is non-negotiable. The last decade is living proof that parents, not teachers or school officials, must move in the courts and in the streets to get the education their children are entitled to. As parents, we should be able to walk into any school, in any city, blindfolded, and find no appreciable difference in the quality of education being offered.

But, those differences are there, and because they're there, parents and communities must work to change a system that can readily tell us how many schools there are, but cannot tell us whether anybody is being educated; how much food is being produced, but not how many children are receiving nutritious meals.

"The system," says Ellen Lurie of the United Bronx Parents, "wants to build more buildings, raise more money, retain more teachers, reduce student unrest, win community support. The children simply serve that system."

Yet schools are meant to serve children, not systems. They are public facilities, and the people who work in them—superintendents, principals, teachers, school nurses, attendance officers, social workers, psychologists, curriculum specialists, paraprofessionals—are pubic servants. When their interests begin to conflict with those of your child's education, it is time to change that system, or get rid of it.

It should be noted here that laws vary from state to state, and frequently, rules differ from district to district; therefore we do not attempt to deal with the status of every state or school district across the nation. We do feel, however, that the cases cited here are fairly representative of all the states, but we remind parents that they should determine what the specific case is in their own states and municipalities. The National Urban League has prepared this handbook as a guide for parents who want to improve systems and change schools. It is written with the hope that parents will use it as a tool to improve the quality of their children's education, striking out at the root causes that make our schools instruments of ignorance.

VISITING THE SCHOOL

" . . . the school often appears to communities as a bastion of other-worldness, a stiff and formal place, not to be approached in a neighborly fashion, but to be assaulted in desperation in the behalf of one's child, or to be ignored as too remote and inpenetrable to be approached."

—Integrated Education: Race and Schools
September-October, 1971

Why Visit the Schools

Facts and figures are fine, but a personal visit can tell you more about a school than a whole stack of annual reports. Are children roaming through the building, or sent out into the halls to be punished? Is the building untidy or in poor repair? Does chaos triumph over order at the change of classes? Is the building secure, or did you walk through the whole building before anyone asked who you were, or why you were there? You can rest assured, any school that expects a visit from you or from other parents at anytime will not be caught with these conditions prevailing.

What To Do In Preparation For Your Visit

If you are going to visit the school to talk about a specific issue, perhaps a problem that concerns your own child, you should first find out about all the regulations governing the matter and whether any of them will help you solve your problem. If you think some rules should be changed, be sure and have some concrete suggestions as to what the new rule should be.

1. Get as much information about the school as possible. Talk to other parents who have children in the school.
2. From your conversations with other parents try to determine and list any problems the school may have, in addition to any of its good points.
3. Write down everything you have learned about the school so that when you make your visit, you may refer to your notes as you talk to school officials.
4. Ask another parent to come along with you, but if no one is available ask a neighbor, relative or friend to accompany you, but definitely DO NOT GO ALONE.

Why You Should Never Visit The School Alone

Two heads are always better than one when visiting the school and here are some good reasons why:

1. School officials will find it harder to say "no" to a *group* of parents, or even two people, than to just one person.
2. If you go to the school alone, there will be no record of what happened, what you said, or witnesses to what transpired during your visit.
3. Taking someone along with you will help you have support in your position.

Whom Should You Take With You?

Take *at least* one other parent with you, but if a representative from a local parent organization *or a local elected* official is available, take him along, too.

Do You Always Have To Make An Appointment?

No. In fact, an unannounced visit to your child's school will prevent school officials from making advanced preparations to impress you. Moreover, the school is public property and, as a tax paying parent, part of your responsibility to your child involves inspection of the facilities where he spends most of his waking hours.

What Should You Do Once You Arrive At The School?

Inspect your property. The way a school looks on the outside is often a reasonable forecast of what you may find once you're inside. If teachers and school officials respect the community of which they are a part, the school, more often than not, will reflect this attitude both *inside* and *out*. Keep in mind that the outward appearance of a school is the image it *wants* to show the community.

What Happens When You're Inside The Principal's Office?

Does he summon in hordes of teachers and assistants or does he sit down and talk with you about your concerns? Does he *invite* you to see what he has set up for you to see or does he first *ask* what it is you're interested in looking at while you are at the school? Be sure you see exactly what you came to observe. Don't be sidetracked with official "guided tours."

Following Up Your Visit With Appropriate Action

If you make a request, follow through by taking further action on the matter. It's a good idea to remember the following:

1. Stick to established procedures, that is, unless it is the procedures themselves you are questioning.
2. Don't allow your grievances to go unresolved for too long a time. Ask about the status of the action being taken on your case.
3. When a decision is made, be sure you know why it was made.

Because the kinds of school problems discussed in this handbook are, for the most part, of a potential legal nature, you are urged to consult a lawyer if you feel your rights have been denied. But law suits are not always the *best* way to get the results you want. Sometimes the pressure which the community, you, and other parents like yourself can bring to bear on a school is more than enough to make the school stand up and notice.

Under no circumstances should you use this handbook as a substitute for an attorney. Rather; you should use it as an aid and guide to further action (legal consultation if necessary).

SCHOOL DISCIPLINE AND YOUR CHILD

"I say flatly, it is the clearest example I know of white racism, of white people's built-in sense of superiority, to assume that whites should have charge of black children's education. All the facts cry out in the other direction. White people have made schools a weapon of oppression against black children."

—John Monro, *Nation*, October 27, 1969

Three years ago, 11-year old John Palmiere was committed to an institution for a term not to exceed 18 months after he had been truant from school for some 100 days. "You'd think he committed a murder," his mother, Mrs. Vincent Palmiere said later in an interview. "I begged the judge. I said, 'How can you give him 18 months for not going to school?' But he said, 'The case is closed'."

Legal authorities said that it was highly unusual for a boy to be committed on the sole ground of truancy but this is just one example of how your child's constitutional right to an education can be taken away without "due process of law." Specific procedures exist to protect him from this kind of arbitrary and unfair punishment. We recognize that certain children cannot be taught in a traditional school situation. In fact, the Coleman report* indicated that high school students are mentally alert only about 10% of the school day. But, these children still have the right to a public education. The law is very clear about this. *No child of school age can be deprived of his full educational opportunities.*

What Are The Ways In Which Your Child Can Be Disciplined?

SUSPENSION: Before your child can be suspended, the school has to take certain preventive steps to help him resolve any adjustment problems long before suspension is considered. This means that the principal should hold a *pre-suspension conference* with the parents of the child, the teachers involved, and with the student. As a parent, you should be notified of this conference in writing. If you later wish to contest the suspension, your case will be significantly stronger if these preventive steps were not taken.

Grounds For Suspension

Your child can be suspended (1) for being disorderly; (2) for being insubordinate; (3) if he is mentally or physically dangerous; (4) if he is not of sound mind; and (5) for excessive truancy.

What To Do If Your Child Is Suspended

A principal has emergency powers to suspend any student. If your child is suspended, you should see that the following steps are observed:

1. The school should telephone you immediately, sending a certified letter to you by mail (a) informing you of why the child was suspended, and (b) advising you to make an appointment to discuss the suspension.

* James S. Coleman, et al, **Equality of Educational Opportunity,** 1965

2. Make sure the school understands that the child is not to leave the school *until* you arrive to take him home.
3. An emergency suspension usually does not exceed five days, so your meeting with the principal should take place within that time limit.
4. When you arrive at the school for the hearing, the same principal who suspended the child must conduct the hearing.
5. This meeting *cannot* take place unless the parent involved is present.
6. There should not be two consecutive periods of suspension, nor should emergency suspensions exceed more than two for any one student per year.

What Are Your Rights At A Suspension Hearing?

1. THE RIGHT TO A LAWYER. If "due process" is followed, your most important right is the right to have a lawyer. However, this right has little meaning if you can't afford a lawyer, or he knows very little about school legalities. There are lawyers who will handle cases of this kind, for free. You should find out who they are in your area.
2. The right to an "impartial" judge.
3. The right to a hearing *before* suspension or expulsion.
4. The right to confront and question witnesses against your child.
5. The right to a *free* written transcript of the meeting.
6. The right to a written notice of the charges against your child.
7. The right to deny the charges and to deny anything that might be written in your child's record that is not true.
8. The right to be told the results of the hearing within a few days.
9. The right to appeal the decision of the hearing.
10. The right of your child to be informed of his rights in a disciplinary action.

A suspension, according to the law, is *not supposed* to be a punishment. It is *supposed* to be a means by which a child receives *help* in solving whatever problem he may have with the school. But, the fact is that suspensions and expulsions have not generally been helpful; they have been widely used by schools as weapons to harass, intimidate and punish students.

Expulsion:

In January, 1969, New York's Franklin K. Lane High School expelled 678 students—*at one time*. This is probably one of the most dramatic cases of mass expulsion without "due process of law." The students were expelled after three black students allegedly beat up a white teacher

and set fire to his clothes. This incident, along with other disorders, made the school's teachers threaten to go out on strike. Much of the chaos in January was a direct result of disruptions which had occurred in the fall—teachers' strikes, student demonstrations, and an epidemic of the Hong Kong flu. There had been threats of violence to students and faculty, teachers felt they couldn't continue to teach, and the school was extremely overcrowded, with overlapping schedules and widespread truancy.

In a later court decision, a judge ruled that the students were denied their constitutional right to due process under the Fourteenth Amendment, and that the responsibility for the violation of their rights lay with the City Board of Education.

Most expulsion cases are not as extreme as the Lane 678. But, expulsions are a very serious matter because your child's right to attend school is taken away for a long period of time.

No child can be expelled until after a hearing. Before a child can be expelled you should get a letter from school officials telling you why they *intend* to expel your child and that an expulsion hearing will be held before a committee of the school board. If you get this kind of letter and you wish to fight the expulsion at the hearing, you should contact a lawyer or at least take a friend with you to the hearing.

Waiver Of Attendance

School officials might ask you to sign a paper called a "waiver of attendance." *DO NOT SIGN THIS PAPER.* If you sign this paper, you will be agreeing that your child should be *put out of school,* and you will also be *giving up your child's right to a hearing.* Do not sign this agreement unless school officials show you a public program for educating your child or a private program that will be paid for by them and is BETTER THAN WHAT HE IS PRESENTLY RECEIVING.

Physical Punishment

A teacher can use physical force to protect himself or other students but *he should not use force as a form of punishment.* Therefore, the school's right to use physical punishment is a limited one.

The American Civil Liberties Union's March, 1972 report, "Corporal Punishment in the Public Schools" states that "the legal right of public school officials to inflict violent bodily punishment on students without being guilty of assault and battery has been so well established in common law that many state codes make no mention of the practice. Only three states, New Jersey, Maryland, and—most recently—Massachusetts, have outlawed the practice."

At least 13 states have laws which allow teachers to physically punish children, and eight of these laws have been passed in the last 15 years!

Parents who wish to work through the legislative process may attack corporal punishment two ways—by forcing local school districts to abolish the practice, or working through the state assemblies to pass laws against it.

A national conference on corporal punishment in public schools recently urged the U.S. Department of Health, Education and Welfare to limit funds to those school districts in which corporal punishment is not prohibited either by Board rule or by State Law.

Many educators feel that corporal punishment is never the right course of action to take, even as a measure of maintaining discipline, and a number of communities have abolished the practice or have challenged its use as an effective means of disciplining students. If your child is physically punished, you should demand an immediate explanation from the principal. If all means of resolving the matter fail, you should contact an attorney.

Expulsion From School Activities

An important part of your child's education includes extra-curricular activities such as field trips, organized sports and school clubs. If your child is denied participation in any of these school activities as punishment, he is being denied one of his basic rights to a public education and *all* that it has to offer. In most school systems, this form of punishment is both improper and illegal.

Withholding Grades Or Diplomas

The right to grades and diplomas is an important part of your child's right to an education. Schools often withhold report cards, diplomas, school records and other items to which your child has a right. THIS PRACTICE IS ILLEGAL. If this happens to your child, take another parent and demand an explanation from the principal.

Truancy

Truancy is a very serious matter. If you allow your child to stay out of school without a written excuse, you can be prosecuted and your child may be placed in a reformatory. In most states, children between the ages of 7 and 16 are required to attend school. The ages for compulsory attendance, however, often vary from state to state. Some states, for example, may have a minimum education-level requirement (usually 12th grade) in lieu of an age requirement. If your child is truant, you may be summoned to court by school officials to explain your child's absence, or you could be asked to put up bond to insure his attendance.

THE CURRICULUM: WHAT YOUR CHILD LEARNS IN SCHOOL

> *" . . . The efforts of city school boards to provide compensatory education for disadvantaged children have relied, primarily, on that traditional panacea, the reduction of class size. Most peculiarly, it is expected that the teachers, curriculum, school organization, and educational methods that have consistently failed the disadvantaged child will somehow succeed if only class size is reduced."*
>
> —H. Thomas James and Henry M. Levin, 1970

Beware of school officials and teachers who tell you that they are helping

your child reach his "maximum potential," for this is almost an unknown. Who is to say what your child's *maximum potential is*? The fact is that often teachers and school officials feel that black and other minority children can learn only the most rudimentary skills, while white middle-class children of average intelligence are herded into tracks that lead to college.

This means that your child is expected to learn *only as much as the teacher thinks he can learn.* There are no standards of performance for some children and exceedingly high ones for others. One way of dealing with this is to be sure to ask for an outline of the requirements for the grade in which your child is studying.

Promotion And Failure

Before the school can fail your child, officials of the school should contact you for a conference on the matter. Remember that if he is not able to achieve at a high level, it probably means that the school system has failed—not that your child has failed.

Special Classes

In order for your child to be taken out of his regular classes and placed in a special program, you must first give your consent, but if you feel that your child should not be in a special program, be certain that you DO NOT SIGN A PARENTAL CONSENT FORM. On the other hand, if your child is *denied* admittance to a special program, or is wrongly placed, you should find out if the reasons are valid.

"Slow" Classes

If you visit any racially mixed school you will find a complicated system of tracking where black and Puerto Rican children have been assigned to "slow", or special classes whereas most of the students in "honor" classes are usually white. Because your child has a right to the best education available, he is entitled to the classes that are best suited for his abilities and needs. The only thing wrong with this is that the teacher is often the *sole* judge of your child's ability, and this should not be the case.

1. *Insist that your child be tested.* Go directly to the principal and ask for one. Most school systems do educational and psychological testing, in addition to certain medical tests, for hearing and vision.
2. *Have your child tested by someone outside of the school system* if you're not satisfied with the school's results.
3. *Before you consent to placing your child in a special class, visit the special classes.* You have a right to visit any class while it is in session. Ask the teachers how the classes might help your child.

It seems that our educational system has regressed to a level of incompetence where the notion prevails that some children must fail, while lofty standards are set for others. Make certain that the program your child is placed in reflects a *true* estimate of his abilities and needs.

and not the appro[illegible]of what someone else *thinks* is his "maximum potential". The safest route to take is to start with the idea that your child's capacity is unlimited. *It may be.*

In the first grade, your child should be learning to use the library, to study on his own, to handle books, to take part in class discussions. Reading and achievement tests indicate that many children are being promoted without having learned basic skills such as reading and arithmetic.

Multi-Ethnic Textbooks

As a parent, insist that black, Mexican-American, Indian, and Puerto Rican history, art, and culture be included as an important part of what is taught everyday in every class. Examine your child's textbooks, and demand to be given power, along with other parents like yourself, to select new books.

HOW TO EVALUATE TEACHERS

"Education is the only industry in which the consumer—the child—is held responsible for the quality of the product. If an engineer worked for Ford, and a Ford car came off the assembly line and its wheel fell off, they'd get rid of that engineer. Well, if I put a seventh grade book in front of my 13-year-old daughter, and I say, 'Honey, read this for Daddy,' and she's in the seventh grade and can't read it, or is reading at the second grade level, then I feel that someone is accountable."

Julius Hobson, Director of the
Washington Institute for Quality Education

The system used in most schools to evaluate their teachers usually ends up rewarding mediocrity, and more often, incompetence. Children of the black and poor are being pushed out of schools without being able to read, write or add. Because of this, we feel that unfortunately, some teachers have abandoned, at least to some degree, their commitment to children as their primary responsibility and turned to their own occupational interest, putting greater emphasis on getting the most pay for the least effort.

Teachers are evaluated by principals and supervisors, but rarely, if ever, are they evaluated by parents. Here are some questions that might help you in making an evaluation:

1. Does the teacher treat the children with respect?
2. Is the teacher fair, treating all children with equal respect?
3. Does the teacher welcome visitors?
4. Is the teacher proud to be working in this school?
5. Does the teacher create a desire to work?
6. Does the teacher seem to like his work?

7. Are reasonable assignments made by the teacher?
8. What is the teacher's absentee record?
9. Is the teacher's subject matter current and up-to-date?
10. Are lessons dull and repetitious?
11. Does the teacher have control of the class?

Answers to the following questions about the children in a teacher's class might also be helpful in making the evaluation:

1. Are the children restless and in an atmosphere of confusion?
2. Do the children seem to know what they are doing?
3. Do the children look bored and unhappy?
4. Do the children treat the teacher and each other with respect?
5. Is homework regularly corrected and given back in a reasonable length of time?
6. Do the children understand what they are supposed to do at home, and can they explain clearly to their parents what the assignment is?

Ask your child what he thinks of his teacher, what the class is doing and what some of the assignments are. Have him show you some of his corrected assignments. Since your child can give you first hand information about the teacher, listen to what he has to say.

Make sure you make your evaluation available to other parents and the principal because if other parents are making similar evaluations of the same teacher, your case will be even stronger.

Get to know the principal of your child's school; make yourself known to him. Find out if he is the one you want to be principal of your school. If he is, the community will know it because a good principal will always keep the community informed concerning developments and activities within his school.

Local school boards usually have the power to fire probationary employees on the recommendation of the district superintendent. It is more difficult to get rid of an incompetent tenured employee, though not impossible. Your chances for ridding your school of poor teachers and other school officials can be increased by following these simple guidelines:

1. Make sure that a good number of other parents agree with you that the employee is undesirable.
2. Make sure that you have a record of all unsettled complaints, which will focus attention on the need to remove him.
3. Develop some substantial staff support within the school.
4. If your aim is not to remove the employee, but encourage him to be a more effective educator, the fuss you and other parents make could be enough to resolve the situation.
5. Write up a list of grievances incorporating the concerns of most of the parents. A good list would cover a wide range of common, down-to-earth, real-life problems.

SCHOOL RECORDS AND YOUR RIGHT TO SEE THEM

School systems usually maintain three kinds of records for each student:

- A permanent folder, containing most of the information about the child, which is destroyed after the child graduates from high school.
- An achievement record, coming out each semester, which tells whether the child has been promoted or failed.
- Other records regarding social workers, school psychologists, health services and any institutions in which the child has been placed.

Your Right To See Your Child's School Records

Some states have ruled that parents have a right to see all school records concerning their children, including teachers' comments, guidance notes and other informal data that are placed in a child's school file. As parents, you must insist on having access to these records because they can affect your child's entire life. Everyone in the school system can look at your child's records, therefore you should be allowed to see them too, and to protest if they are not accurate. Much of the information collected on students and their parents is collected without their knowledge or consent, and even when consent is given, this information is often used for purposes other than those previously agreed upon. Moreover, the secrecy with which school records are maintained make it hard to assess their accuracy when certain information is outdated or no longer useful. This can be particularly damaging inasmuch as many school systems allow unauthorized school personnel, e.g. teachers who do not teach the child, or non-school personnel such as law enforcement officials, the courts, potential employers, colleges and researchers to look at pupils' records. Only Michigan, Indiana, and Wisconsin have passed provisions that prohibit subpoena by formal authority.

Your Right To Challenge Incorrect Records

If you find that your child's record contains incorrect and damaging data, you can sue the school system and the teacher involved for slander or libel. Short of a lawsuit, you should go with another parent to the teacher and principal, show that the information is not true and demand that the record be corrected. If school officials refuse, and you think you can prove the information is false, consult a lawyer.

TITLE I PROGRAMS

Purpose of Title I

Title I funds of the Elementary and Secondary Education Act (ESEA) are intended to be used to improve the education of educationally disadvantaged children. This money is to be spent only on poor children who are underachieving. Title I funds can supplement local expenditures, but are definitely not for supplanting them. These funds are not to be used to operate regular programs. If you have questions as to whether Title I funds are being used inappropriately, or abused, go to your child's school and demand to know how these funds are being spent. You may find that some school officials do not even know how much in Title I funds is being spent in a particular school, or more important, what the funds are being spent on.

What Are The Best Uses of Title I Funds?

Title I funds should be used to:

1. Offer services that will identify your child's learning problems
2. Provide many different types of teaching aids
3. Hire additional, well-trained teachers making small classes possible.
4. Develop tutorial systems for reading programs

For parents to be most effective, district-wide Advisory Committees must exist in every Title I School, and parents should make up more than 50 per cent of the membership of each one. These committees should be involved in the design of Title I programs and be allowed to make recommendations that can be incorporated into the project application. Parents, besides being well-informed about program planning, should insist on the establishment of a parent training program in every Title I school to encourage parent involvement and participation.

IF YOU DON'T HAVE A LAWYER, WHAT DO YOU DO?

The Office of Economic Opportunity has established Neighborhood Legal Service branches in most big cities. Most are very good and will help you (or refer you to someone who can) with whatever legal problems you have.

The American Civil Liberties Union has 39 local chapters that take some test cases on civil liberties issues, and may even be able to refer you to a good lawyer if they can't take your case. Most law schools have special projects and groups that may be able to help you. Some cities have excellent Legal Aid Societies and some have impersonal, dehumanizing ones. You should find out about your nearest Legal Aid Society before you need them, so that you know whom to call immediately if you get into legal trouble.

The following list is not exhaustive but suggests some of the possibilities for legal advice and help.

NEW YORK

Mobilization for Youth Legal Services
320 East 3rd Street
New York, New York 10009
(212) 677-0400

OEO Neighborhood Legal Services
26 Federal Plaza, 32nd Floor
New York, New York
(offices in Neighborhood)
(212) 264-1940

New York Civil Liberties Union
84 Fifth Avenue
New York, New York
(212) 924-7800

Emergency Civil Liberties Committee
25 East 26th Street
New York, New York 10010
(212) 683-8120

National Lawyers Guild
23 Cornelia Street
New York, New York 10014
(212) 227-1078

(It has chapters in Boston, Chicago, Denver, Fort Dix, Los Angeles, Philadelphia, Pittsburgh, Portland, San Jose, San Francisco, Milwaukee, Seattle, and Washington, D.C.)

NAACP Legal Defense Fund (may take some test cases involving minors or students)
10 Columbus Circle
New York, New York 10019
(212) 586-8397

The Law Commune (Lefcourt, Garfinkle, Crain, Cohn, Sandler, and Lefcourt)
(212) 677-1552 (handles political cases)

Project Justice (handles school suspensions in the South Bronx)
337 Alexander Avenue
Bronx, N.Y.
(212) 777-3800

The South Third Community Mission in Brooklyn
411 S. Third
Brooklyn, N.Y.
(22) ST-2-1159

The Vera Institute of Justice
(East New York Juvenile Project)
631 Carleton Avenue
Brooklyn, New York

The Citizens Committee for Children
112 E. 19th Street
New York, N.Y. 10003
(212) ST-2-1159

The Lawyers Committee
for Civil Rights Under Law
31 E. 11th Street
New York, N.Y. 10003
(212) 691-1780

The Center On Social Welfare Policy and the Law
401 W. 117th Street
New York, N.Y. 10027
(212) 280-4112

Law Students Civil Rights Research Council
156 Fifth Avenue
New York, New York 10010
(212) 989-2522

Workers Defense League
112 East 19th Street
New York, New York 10003
(212) 254-4953

LOS ANGELES

State Public Defenders

American Civil Liberties Union
("Student Complaint Center" in the Special Projects Division)
323 W. 5th Street
Los Angeles, Calif.
(213) 626-5156

Western Poverty Law Center

Legal Aid Foundation of
Los Angeles County
1819 W. 6th Street
Los Angeles, Calif.
(213) 484-9550

SAN FRANCISCO (BAY AREA)

San Francisco Neighborhood
Legal Services Association
1095 Market Street
San Francisco, Calif.
(415) 626-3811

Juvenile Division of the Legal Aid Society

California Rural Legal Assistance
1212 Market Street
San Francisco, Calif.
(415) 863-4911

Berkeley Neighborhood Legal Services
2229 4th Street
Berkeley, Calif.
(415) 841-9274

The Movement Liberation Front

The American Civil Liberties Union
in San Francisco
593 Market Street
San Francisco, Calif.
(415) 433-2750

Meiklejohn Civil Liberties Library
(They have large holding on law and
student rights)
1715 Francisco Street
Berkeley, California 94701
(415) 848-0599

MIAMI

Legal Services of Greater Miami
395 N.W. 1st
Miami, Florida
(305) 379-0822

GAINESVILLE, FLORIDA

Gainesville Legal Collective
115 South Main Street
Gainesville, Florida 32601
(904) 376-3297

WASHINGTON, D.C.

Coordinated Center for Education
in Repression and the Law
1616 Longfellow Street, N.W.
Washington, D.C. 20011
(202) 723-5292

Neighborhood Legal Services Program
666 11th St., N.W.
Washington, D.C.
(202) 628-9161

Legal Aid Agency for the District of Columbia
666 11th St., N.W.
Washington, D.C.
(202) 628-1161

Georgetown Legal Interns
600 New Jersey Avenue, N.W.
Washington, D.C.
(202) 624-8320

Legal Aid Services (American University)
Massachusetts and Nebraska Aves., N.W.
Washington, D.C.
(202) 686-2606

Lawyers Committee for Civil Rights
Under the Law
Woodward Building
Washington, D.C.
(202) 628-6700

PHILADELPHIA

Community Legal Services, Inc.
313 S. Juniper
Philadelphia, Pa.
(215) PE 5-6101

NEWARK

Essex County Legal Aid
Hall of Records
Newark, N.J.
(201) 622-1513

MILWAUKEE

Freedom Through Equality
152 W. Wisconsin Avenue
Milwaukee, Wisc.
(414) 271-7772

CHICAGO

National Association of Community Counsel
116 S. Michigan
Chicago, Illinois
(312) 726-0157

Cook County Legal Assistance
Foundation Inc.
16 W. 154 Street
Harvey, Illinois
(312) 493-5256

National Lawyers Guild
21 E. Van Buren
Chicago, Illinois
(312) 939-2492

Legal Aid Bureau
64 E. Jackson
Chicago, Illinois
(312) 939-5930

Patner and Karaganis (a law firm that
occasionally takes free cases)
109 N. Dearborn Avenue
Chicago, Illinois
(312) 641-5570

BOSTON

Harvard Legal Aid Bureau
1511 Massachusetts Avenue
Boston, Mass.
(617) 495-4408

Harvard Center on Law and Education
Harvard University
Cambridge, Mass.
(617) 495-1000

Cambridge Legal Services, Inc.

Community Legal Assistance Office

BIBLIOGRAPHY

Association of Classroom Teachers of the National Education Association, *Accountability and the Classroom Teachers.*

Fletcher, Bob, *Title I of ESEA: Is It Helping Poor Children?* Washington, DC: 1966.

Freedom Through Equality, Inc., *Make the Public Schools Work for You.* Milwaukee, Wisconsin.

Goodman, Paul, *Compulsory Mis-Education and the Community of Scholars.* New York, New York: Random House, 1962.

Hearings Before the Select Committee on Equal Education Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity, *Part 13 Quality and Control of Urban Schools.* Washington, DC.

Integrated Education Associates, *Integrated Education: Race and Schools.* Chicago, Illinois: September-October 1971.

Lurie, Ellen, *How to Change the Schools.* New York, New York: Random House, 1970.

National Urban League, Inc., Education Division, *Parent Power and Title I ESEA.* New York, New York.

Robertson, Don and Marion Steele, *The Halls of Yearning.* San Francisco, California: Canfield Press, 1969.

Russell Sage Foundation, *Guidelines for the Collection, Maintenance and Dissemination of Pupil Records,* Hartford, Connecticut: Connecticut Printers, Inc., 1970.

Strouse, Jean, *Up Against the Law: The Legal Rights of People Under 21.* New York, New York: The New American Library, Inc., 1970.

Urban League of Greater Boston, *How Do Parents Get Power?* Roxbury, Massachusetts.

NATIONAL URBAN LEAGUE

55 E. 52nd Street

New York, N.Y. 10022

JAMES A. LINEN
President, Board of Trustees

VERNON E. JORDAN, JR.
Executive Director

ADOLPH HOLMES
Deputy Executive Director,
Program and Field Operations

BETTI S. WHALEY
Director, Community Development Department

ERMON O. HOGAN
Director, Education Division

The work reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necesasrily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.